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ABSTRACT

In an effort to inform junior and senior high school students about mental illness, this document provides educators with an annotated bibliography of young adult fiction and a set of supporting activities. Included in the bibliography are nearly 100 current fiction titles, grouped according to the following topics: anorexia, drugs and alcohol, mental illness, and suicide. The nine educational activities consist of (1) "Booktalking" (guidelines for presenting an interesting conversation about a book); (2) "Displays and bibliographies"; (3) " 'A Catcher in the Rye': The Use of a Classic" (a selection of study guides, activities, and tests developed by a classroom teacher to accompany reading of "The Catcher in the Rye"); (4) "Read Your Way to a Healthier Life" (an activity which requires students to read a fiction book with a health-related theme, conduct interviews, and create a bulletin board); (5) "Using Publisher Guides To Share Fiction Literature"; (6) "Fiction Forum" (guidelines for group discussions of fiction); (7) "A Comparison of Film and Literature" (a discussion activity which demonstrates to students that films often do not accurately portray authors' messages; (8) "Search for Self: Literature To Promote Positive Thinking" (a list of twenty-one books recommended as background reading for educators); and (9) "Interdisciplinary Programs." The document also contains a professional bibliography of 18 sources and a list of the addresses of 43 publishers. (ARH)

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USING YOUNG ADULT FICTION LITERATURE TO END DISCRIMINATION AGAINST MENTAL ILLNESS

An annotated bibliography of young adult fiction literature about anorexia, drug and alcohol abuse, suicide and other mental illness. Educational activities are included.

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In working with the statewide organization **M.I.N.D. (Mental Illness Non-Discrimination)**, the **FDLRS Center at the University of South Florida (FDLRS/USF)** has examined the use of fiction literature as a humanistic approach to educating the young adult community about mental illness. Fiction literature was chosen as the tool of this approach for the readers to identify with other students and families through the character development in the novel.

Young adults face challenges unparalleled with almost any other times in their lives. During the junior high and senior high school years, they are evaluating themselves, their peers and the society in which they live. Literature can help them gain an understanding of their own feelings on aspects and societal problems of contemporary life. By providing avenues of eduation about mental illness, we have an opportunity to prevent mental illness discrimination before it becomes a prejudice or a stigma with this group of students who will soon be the adult population in our society.

Literature has been recognized as a therapeutic tool for many decades. In the 1800's, Dr. Benjamin Rush recommended bibliotherapy to his mental patients as an agent in healing. Dr. Karl Menninger and his brother, Dr. William Menninger, assigned readings to their patients as part of their therapy and were active in developing library collections in mental hospitals. Bibliotherapy is the use of books as a healing aid. The bibliography and activities provided herein may be used as bibliotherapeutic. However, the intent of this project is an empathetic tool toward mental illness non-discrimination, not for the reader who has the problem, but for his peers who may better understand his plight through fiction literature. The interaction between the reader and the story may produce a more open mind and open emotions about the subject matter of the book. This openness will be a step toward non-discrimination.

The subjects addressed in the annotated bibliography are **Anorexia, Drug and Alcohol Abuse, Suicide and Mental Illness**. Mental Illness is used as a category for books about depression, specific mental diseases and situations in which coping became impossible for the character of the story. It does not indicate in any aspect that anorexia, drug and alcohol abuse or suicide are not issues of mental illness. All of these categories were predetermined by the professional sources used to create the bibliography. Titles are limited only because of time and space. This does not reflect a complete bibliography on these subjects for young adult readers. Not all areas are touched upon, nor are all books included in the areas chosen.

Using a school setting to begin education about mental illness is our most appropriate channel because the school provides a professional for structure and guidance. An educational environment provides students an opportunity to openly discuss the subject and field the questions that need to be asked. The activities following the bibliography are for any educator to use: English teachers, peer counseling teachers, guidance counselors, library media specialists, public librarians and parents. The use of young adult literature to end discrimination against mental illness can be an effective tool by providing the books for this audience to read on their own or as part of an organized activity.

Fiction allows the reader to examine the human element and develop a change in attitude through character awareness. Young adult readers will have an opportunity to better define societal problems with empathy and insight through character identification. The legitimate social concerns addressed in the fiction titles chosen for this bibliography can generate discussions that will reduce anxieties and enhance development. Research has indicated that deliberate programs involving books, followed by structured discussion, can have an impact on attitude.

ANNOTATED BIBLIOGRAPHY

ANOREXIA
DRUGS & ALCOHOL
MENTAL ILLNESS
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ANOREXIA

1. Hautzig, Deborah. Second Star to the Right. Greenwillow, 1981, 151 pp.
   Leslie is sure she will like herself more when she is thin. Although she loses weight to the point of illness, she is still unhappy and finds that her self image has not improved. Her condition worsens until she is hospitalized. There, she works with other anorexic patients and gains new insight about herself.

2. Josephs, Rebecca. Early Disorder. Farrar, Straus, 1980, 186 pp.
   This is a first person narrative about a 15 year old who is determined to succeed at dieting, at any cost. The book details the mental and physical agony of a young girl with anorexia nervosa.

3. Levenbron, Steven. The Best Little Girl in the World. Contemporary Books, 1978, 196 pp.
   Francesca seeks a totally new identity as she visualizes herself as a slim bodied professional dancer. Her fasting eventually forces her to be hospitalized as she becomes near suicidal in her quest. The story details how her behavior was the result of her own interpretations of family problems.

4. Liu, Aimee. Solitaire. Harper and Row, 1979, 215 pp.
   Aimee assumes control of her life through dieting. Her parents' constant arguing, the scar of having been raped as a small child and her own self destructive behavior contribute to her feelings of being worthless. This first person narrative depicts the life of a teenage anorexia nervosa victim.

5. Ruckman, Ivy. The Hunger Scream. Walker, 1983, 175 pp.
   Lily seems to have everything-affluence, achievement, good relationships. Her illness develops fully and progresses as she tries to impress the college-age boy next door. The story reflects the need for families to participate in the treatment and behavior changes of anorexic victims.

6. Snyder, Anne. Good Bye Paper Doll. New American Library, 1986, 155 pp.
   Both sad and humorous, the novel describes a 17 year old's battle with anorexia nervosa. Rosemary's attempts to overcome her problem changes her personal and family relationships.

7. Willey, Margaret. The Bigger Book of Lydia. Harper, 1983, 256 pp.
   Written with insight into the friendship of two adolescent girls, the novel depicts a victim of anorexia and an insecure, confused girl whose lives mesh together and provide moral support for one another.

DRUGS AND ALCOHOL

1. Adler, Carole Schwerdtfeger. In Our House Scott Is My Brother. Macmillan, 1980, 139 pp.
   Jodi makes attempts at adjusting to a new stepmother, but when the stepmother turns out to have problems with alcohol, life for Jody becomes more difficult. Her new stepbrother brings problems and solutions to the mixed family.

2. Anonymous. Go Ask Alice. Avon, 1971, 189 pp.
   A 15 year old writes of how she experienced the drug scene until it eventually ended her life. The diary is explicit about drug use, sex, and what life is like as a runaway.

3. Benton, John. Lefty. Revell 1981, 192 pp.
   Drug dependency forces an 18 year old boy to turn to crime.

4. Brancato, Robin F. Come Alive at 505. Knopf, 1980, 224 pp.
   While the main character deals with his plans for the future, he becomes involved with a girl who has developed a drug dependency to deal with her weight problem.

5. Butterworth, William Edmund. Under the Influence. Four Winds Press, 1979, 247 pp.
   Tragedy results from a teenager's alcoholism. The story is told by the teen's best friend in convincing dialogue. Family relationships support the believability of the story.

6. Childress, Alice. A Hero Ain't Nothin' But a Sandwich. Avon, 1973, 100 pp.
   Benjie is a 13 year old drug addict. His story is told through the people in his life who are struggling to fight their own involvement and to help Benjie.

7. Colin, Charlotte. Cages of Glass, Flowers of Time. Laurel Leaf, 1983, 288 pp.
   14 year old Claire is sent to live with her alcoholic and abusive mother when her alcoholic father dies. All of the characters are dealt with in an understanding way in this narrative of life for a teenager who must deal with frightening circumstances.

8. Demas, Vida. First Person Singular. Dell, 1974, 187 pp.
   Greg finds refuge from his alcoholic father in drugs. He becomes a drug dealer and further alienates himself from his only true friend, Pam.

9. Dizenso, Patricia. An American Girl. Avon, 1976, 192 pp.
   This book is narrated by a teenage girl who lives in a household in which both parents drink. Anxieties, fears and embarrassment plague her life as she tries to deal with growing up in a household with alcoholism.

10. Dodson, Susan. Have You Seen This Girl? Four Winds Press, 1982, 182 pp.
    This is a two-fold story involving a runaway girl and the boy who searched for her. Both characters experience the hard core of big city life, where drugs and alcohol are acceptable among the respected-the criminal.

11. Due, Linnea A. High and Outside. Harper and Row, 1980, 195 pp.
    Niki is a high school honor student, the editor of the school newspaper, a champion athlete and an alcoholic. This is her story about the support of her friends, her parents' denial of her problem, the loneliness and suicidal feeling with which she must deal.

12. Eyerly, Jeannette. Escape from Nowhere. Berkley, 1982, 160 pp.

Drugs become a haven for a young girl as her home life becomes intolerable. She teams up with a brilliant student at school who introduces her to pot and begins a dependency she cannot escape.

13. Fox, Paula. The Moonlight Man, Bradbury Press, 1986, 179 pp.
Catherine takes her first vacation with her alcoholic father. She is 15 and for the first time for each of them they finally get to know and understand each other.

14. Greene, Sheppard M. The Boy Who Drank Too Much. Viking Press, 1979, 149 pp.
Buff, a 15 year old alcoholic, has his own problem to deal with, as well as living with an abusive, alcoholic father. The support he finds in friends helps him to see that he can manage and succeed.

15. Guy, Rosa Cuthbert. The Disappearance. Delacorte Press, 1979, 246 pp.
Poverty and violence of Harlem living are further complicated by 16 year old Imamu's alcoholic mother. In a struggle to move away from all of this, he also must deal with his responsibility to his mother.

16. Harrah, Michael. First Offender. William Collins Pub., 1980, 186 pp.
In a story that is about juvenile delinquency, an innocent boy realizes how helpless he is because of his alcoholic mother and his poverty. Strong messages about social injustice thread the story.

17. Hassler, Jon Francis. Jemmy. Atheneum, 1980, 175 pp.
Jemmy's alcoholic father is at a point of ruining the young girl's life, when a helping family turns Jemmy's life toward positive goals. In the process, the father is also helped.

18. Hinton, S.E. That Was Then, This Is Now, Viking, 1971, 159 pp.
Two brothers in a slum neighborhood face gang warfare, drugs and delinquency in their surroundings. Drug addiction is an occurrence, but growth in different directions is the message.

19. Hunter, Kristin Eggleston. Lou in the Limelight. Scribner, 1981, 296 pp.
A young group of musicians from the ghetto area learn the involvement of drugs and sexual favors that accompany their career plans. While the book has some explicit descriptions, the ending turns the harshness into a hopeful situation.

20. Major, Kevin. Far from Shore. Laurel Leaf, 1983, 224 pp.
Chris Slade is a 15 year old alcoholic. He has just flunked his sophomore year, his home life is a disaster and he is being accused of a crime he doesn't remember commiting while in a drunken state.

21. Mazer, Harry. The War on Villa Street. Dell, 1980, 174 pp.
Willis tries to cope with his alcoholic father by being a loner. He is a runner, but can not run from the embarrassment and violence of his father's problem.

22. Mearian, Judy Frank. Someone Slightly Different. Dial Press, 1980, 197 pp.
A young girl learns to cope in an untraditional household that continually carries the bitterness of an absent, alcoholic father. Warm relationships are presented around hard facts. Appropriate for lower level reading.

23. Meyer, Carolyn. The Center: From a Troubled Past to a New Life. Atheneum, 1979, 193 pp.
David's parents send him to a therapeutic center after his experiences with drug abuse and juvenile delinquency. The likeable character remains in the institution until he is ready to face his own goals with mature decisions. The book covers adolescent thoughts and discussions.

24. Miner, Jane Claypool. A Day at a Time: Dealing with an Alcoholic. Crestwood House, 1982, 63 pp.
This story describes the pains of living with an alcoholic parent. Ellen, the daughter, must learn that her father can only be helped when he wants to help himself. A book for reluctant readers.

25. Oppenheimer, Joan. Francesca, Baby. Scholastic, 1976, 196 pp.
An alcoholic mother is all that a young girl has in her home life.

26. Rabinowich, Ellen. Rock Fever. Franklin Watts, 1979, 85 pp.
Doug's parents are divorced. His mother is an alcoholic and his father gives him little interest to deal with his problems, Doug tries drugs. He finds in the end that they are not a solution but an additional problem. Appropriate for reluctant readers.

27. Reynolds, Pamela. Will the Real Monday Please Stand Up? Archway, 1976, 151 pp.
Embarrassed because her brother has been expelled for smoking marijuana, Monday attempts to prove herself to the community and her family.

28. Rinaldi, Ann. Term Paper. Walker and Co., 1980, 202 pp.
Sibling relationships are the basis of this story. The characters are surrounded by an alcoholic adult, strong feelings of resentment toward their father and a web of family complications. This is a strong story continued in a sequel, Promises Are for Keeping.

29. Roth, Arthur. The Caretaker. Fawcett, 1981, 160 pp.
Mark must assume adult responsibilities to cover for his father who has a drinking problem. While doing his father's job, Mark also learns about love and emotions with a 16 year old runaway girl.

30. Ryan, Meanette Mines. Reckless: A Teenage Love Story, Flare Books, 1983, 138 pp.
16 year old Sam and Jeannie share a dangerous romance because of Sam's alcoholic problems and his irresponsible actions.

31. Scoppetone, Sandra. The Late Great Me. Bantam, 1977, 186 pp.
The story of a 16 year old alcoholic. Geri Peters is never totally happy with herself until she meets a new boy who introduces her to alcohol. Her world becomes that of a "juicer" until she eventually gets help from a teacher, herself an ex-alcoholic.

32. Smith, Steven Phillip. Firstborn. Pocket Books, 1984.
Jake takes full responsibility for his family when his recently divorced mother became dependent on cocaine. He tries to protect her from the drug dealers she involves herself with and he gets her help from addiction.

33. Snyder, Anne. First Step. Signet, 1976, 132 pp.

A teenager's life is being ruined by her mother's drinking. Cindy must face constant embarrassment at school and with friends. Finally, a boy at school helps her realize she is a worthwhile person herself.

34. Snyder, Anne. My Name Is Davy - I'm an Alcoholic. Signet, 1978, 144 pp.
A teenage couple, both alcoholics, are the main characters in a well-written story about the social acceptance of drinking at an early age. and the complications and tragedies that are a reesult of that.

35. Strasser, Todd. Angel Dust Blues. Coward, McCann, 1979, 85 pp.
This is a strong book that deals candidly with drug abuse, selling drugs and sex in young adult relationships. It is well written with good character development.

36. Thompson, Thomas. Richie. Saturday Review Press, 1973, 146 pp..
Richie moves from marijuana to hard drugs. His father, who loved him very much, begins to hate his own son. Richie becomes aggressive under the influence of drugs, earns a police record and continues to destroy family unity. In a bitter quarrel, his father kills him.

37. Trivers, James. I Can Stop Anytime I Want. Dell, 1979, 147 pp.
Alcohol dependency becomes a way of life for a high school senior. Believing that his life is overwhelming, Graham depends on alcohol. He eventually learns that he multiplies his problems rather than solve them.

38. Wagner, Robin S. Sarah T: Portrait of a Teenage Alcoholic, Dell, 191 pp.
A 15 year old girl becomes dependent on alcohol after her parents' divorce. It was one of the first moves to deal with contemporary drinking problems.

39. Winthrop, Elizabeth. Knock, Knock, Who's There? Dell, 189 pp.
Two teen age boys deal with their mother's alcohol problem she has developed after the death of her husband. They attempt to regain the family unity amid major obstacles.

40. Wolkoff, Judie. Where the Elf King Sings. Bradbury Press, 1980, 178 pp.
A Vietnam veteran, unable to cope with his combat memories, practically destroys his family with his violence and drinking. This book is an excellent portrayal of family life under traumatic conditions.

MENTAL ILLNESS

1. Adler, C.S. The Shell Lady's Daughter. Fawcett, 1984, 144 pp.
Kelly's mother often faces suicidal depression. When Kelly is sent to live with her grandmother, she is able to talk about her mother's illness with loving family members. She determines that her place is with her mother.

2. Anderson, Mary. Step on a Crack. Atheneum, 1978, 180 pp.
Sarah suffers from recurring nightmares and irrational behavior following the dreams. Her complicated character, with many conflicts, is in need of professional help, but only a friend knows about her problems.

3. Bauer, Marion D. Tangled Butterfly. Clarion, 1980, 162 pp.
17 year old Michelle retreats into her own mental world. Her mental illness is not faced by members of her family, but when she meets Paul, he senses the seriousness of her problems and helps her.

4. Brancato, Robin Fidler. Sweet Bells Jangled Out of Tune. Knopf, 1982, 200 pp.
Ellen basks in the memories of her relationship with her grandmother, before her grandmother became ill. She must make the painful realization that her grandmother belongs in a psychiatric hospital. This is a story of love and responsibility toward someone with mental illness.

5. Brown, Roy. Suicide Course. Houghton Mifflin, 1980, 118 pp.
Mark's delusional behavior is described as he escapes from a psychiatric hospital and attempts to live out on his own. The novel involves a complicated plot that involves murder, escapades and psychological destruction.

6. Burch, Robert. Simon and the Game of Chance. Viking, 1970, 128 pp.
Simon becomes frightened and confused when two members of his family develop patterns of depression and apathy. Each crisis makes 13 year old Simon have a greater understanding of his own inconsistent behavior and the problems others have.

7. Carlson, Dale. Triple Boy. Atheneum, 1977, 172 pp.
At 16, Paul has developed three personalities. His life has been filled with tragedies and complexities. Through the help of a psychiatrist, Paul determines that there is hope for him to deal with his condition.

8. Cormier, Robert. I Am the Cheese. Pantheon Books, 1977, 233 pp.
In this modern tragedy, the main character searches for his identity and tries to reconstruct a past he can not remember. Ruthless government corruption wins in a suspenseful, frightening novel.

9. Cunningham, Julia. Come to the Edge. Pantheon, 1977, 88 pp.
A 14 year old's self search as he moves through depression to the edge of reality begins at a foster home and ends with an understanding of the meaning of friendship in building self-worth.

10. Dana, Barbara. Crazy Eights. Harper and Row, 1978, 194 pp.
Thelma learns to restore emotional stability in her life when she lives in a psychiatric center for adolescents. She finds these surroundings supportive and positive toward her recovery.

11. Davies, Peter. Fly Away Paul, Crown, 1974, 213 pp.
Paul lives in a boy's home in Montreal. The treatment is brutal and the scars for Paul are impossible to shed. A life without any love serves as a cause for mental anguish and dysfunction.

12. Dengler, Marianna. A Pebble in Newcomb's Pond. Ace Books, 1980, 196 pp.
This story traces the mental breakdown of a 17 year old girl and how she worked toward recovery. Her own anxieties are sensitively handled, as well as the fear she has of mental illness.

13. Donovan, John. Remove Protective Coating a Little at a Time. Harper, 1973, 101 pp.
Harry learns to make mature decisions as he encounters lifestyles and philosophies different from his own. This growing up helps him manage the difficulties of living with his mother's psychiatric behavior and her steps to recovery.

14. Ellis, Ella Thorp. Celebrate the Morning. Atheneum, 1972, 177 pp.
April's mother must be institutionalized and can no longer function outside of a protective environment. The difficulties April must encounter as a result of her mother's illness is detailed realistically in this novel.

15. Green, Hannah. I Never Promised You a Rose Garden. Holt, Rinehart & Winston, 1964.
Debby is institutionalized to get help for her symptoms of mental illness. Her analyst helps on restoring her health, by discussing the realities of life, the difficulties, the struggles and disappointments, along with the pleasures. The title reflects this in this significant account of a teenager's psychiatric experience.

16. Hamilton, Virginia. The Planet of Junior Brown. Macmillan, 1971, 210 pp.
Junior Brown retreats from reality and the disoriented surroundings that support his retreat. He is black, musically gifted, and very overweight. He desperately needs to be hospitalized but continues in his rejection of life.

17. Heide, Florence Parry. Growing Anyway Up. Lippincott, 1976, 127 pp.
Florence withdraws further and further as she tries to deal with the death of her father and stressful situations in her life. A loving aunt helps her cope and gain personal strength.

18. Hughes, Dean. Switching Tracks. Atheneum, 1982, 166 pp.
After Mark's father kills himself, Mark moves through stages of depression as he deals with feelings of guilt and loneliness. An elderly dying man becomes friends with him and becomes a source of strength for Mark.

19. Kerr, M.E. Dinky Hocker Shoots Smack. Dell, 1972, 192 pp.
Tucker and Natalia are 15 and in love. She has been in a mental institution. Tucker's mother inerferes with her discrimination against mental illness, but the couple's friendship continues despite setbacks from adults.

20. Kersey, Ken. One Flew Over the Cukoo's Nest. New American Library, 1962, 224 pp.

McMurphy attempts to bring radical changes to a mental institution where he is patient. He faces conflicts with Big Nurse and is a type of hero to his leaders. The story remains popular with readers for many avenues of discussion.

21. Lutters, Valerie A. The Haunting of Julie Unger. Atheneum, 1977.
Julie isolates herself from family and classmates after the death of her father. Her inability to cope with grief furthers her depression until she finds help from a caring neighbor.

22. Moeri, Louise. The Girl Who Lived on the Ferris Wheel. Dutton, 1979, 154 pp..
Living with a violent mother, a young girl must eventually determine how to save herself. Her mother's mental illness is described in detail. Guilt, fear and confusion interfere with decisions that must be made before her mother kills her.

23. Morganroth, Barbara. Demons at My Door. Atheneum, 1980, 145 pp.
Aly fluctuates between a delusional state and calm control She is convinced that demons are interfering with her life and thinks she has a solution to deal with her own problems without seeking outside help.

24. Naylor, Phyllis Reynolds. The Keeper. Atheneum, 1986, 212 pp.
By the time Nick and his mother began to admit there was a serious mental problem with the father, they also realized they had waited too long to seek help for the man they loved and feared.

25. Neufeld, John. Lisa, Bright and Dark. New American Library 1969, 125. pp.
Lisa realizes that she is close to insanity, but only her close friends will help her. The family of 16 year old Lisa will not admit anything is wrong with her. Friends take on the responsibility.

6. Plath, Sylvia. The Bell Jar. Harper and Row, 1971, 296 pp.
Depression and fears dominate Esther's life when she realizes that her career goals she has worked toward are not what she had imagined. She attempts suicide as relief from her disappointments and her feelings that she is different and unable to function as a creative woman in our society.

24. Platt, Kin. The Boy Who Could Make Himself Disappear. Dell, 1974, 224 pp.
13 year old Roger retreats further into himself as his mother's cruelties increase. While there are many loving people in his life, Roger eventually is hospitalized in a schizophrenic state. The power of love as a healing source comes through in this book as a counterbalance to evil.

26. Potter, Marian. The Shared Room. Morrow, 1979, 192 pp.
In a humorous and sensitive story, a young girl attempts to understand her mother's confinement to a mental hospital. She determines that if her mother returns home, she can help her recover with love and devotion.

27. Rees, Lucy. Horse of Air. Methuen, 1980, 211 pp.
Julie withdraws from a world that she feels is intolerant and filled with abandonment. When she looks inward, she finds nothing," a body without a person in it." New challenges and outside interests begin to renew life in her through slow, definitive patterns.

28. Riley, Jocelyn. Crazy Quilt. Morrow, 1984, 215 pp.
In this sequel to Only My Mouth Is Smiling, Merle must deal with her compassion for her mother and her realization that her mother must have the care that a mental institution provides. She begins to sort out the patterns of life, like the patterns of a quilt.

29. Riley, Jocelyn. Only My Mouth Is Smiling. Morrow, 1982, 222 pp.
Written in first-person narrative, Merle describes her life along with a younger brother and their sister, who live with a psychotic mother. Grandmother becomes brutal to deal with the mother. The children are protective of their mother and pretend all is fine at home.

30. Ruby, Lois. What Do You Do in Quicksand? Viking, 1979, 199 pp.
Leah is 15. Her life is a series of emotional turmoils that lead to her kidnapping a friend's baby. She learns to deal with the scars of her past after she is hospitalized and receives psychological help.

31. Silsbee, Peter. The Big Way Out. Bradbury, 1984, 180 pp.
Paul's father needs to return to a mental institution for further help. The family moves away from the father, which allows Paul to sort out his feelings about his dad, who is irrational and violent. He realizes the impact of mental illness and his love for his father.

32. Silsbee, Peter. The Big Way Out. Dell, 1984, 180 pp.
Paul's father has just been released from a mental hospital. One minute he's charming and the next he's vicious. The despair of living with a psychotic parent is developed in Paul's story.

33. Smith, Lee. Black Mountain Breakdown, Ballantine Books, 1982.
Crystal Spangler is popular, academically successful and good looking. Coming from Appalachia, she develops herself until she becomes a beauty queen, but finds she is confused and not always coherent.

34. Smith, Nancy C. The Falling Apart Winter. Walker and Co., 1982, 128 pp.
A young boy faces fear, shame and guilt as he tries to deal with his mother's mental illness. Her acute depression is helped through therapy. Adam learns to understand the problem and gains empathy of others.

35. Van Leeuwen, Jean. Seems Like This Road Goes on Forever. Dial, 1979, 214 pp.
The 17 year old daughter of a minister is forced to make some difficult decisions after she has an emotional breakdown. Her irrational behavior is identified as expressions of anger toward her home life. Psychological help relieves some of her pain and despair.

36. Wharton, William. Birdy. Knopf, 1979, 309 pp.
In a post-W.W. II mental hospital, a patient's behavior baffles doctors until a friend from his childhood is also confined to the same hospital. The recognition and memories from adolescence provide answers.

37. Windsor, Patricia. The Summer Before. Harper and Row, 1973, 241 pp.
Alex faces a long ordeal of emotional dysfunction after the conflicts and doubts of adolescence overcome her. Through sessions with a psychiatrist, she can release guilt and anguish and prepare herself to grow.

38. Yep, Laurence Michael. Kind Hearts and Gentle Monsters. Harper & Row, 1982, 175 pp.
Understanding and empathy of others are the themes in a novel about two high school teenagers who face the problems of mental illness in one of the teen's parents. Feelings of guilt and desperation plague 15 year old Chris, yet she knows she must get her mother help if her own life is to go on.

SUICIDE

1. Arrick, Fran. Tunnel Vision. Bradbury Press, 1980, 167 pp.
   Anthony, age 15, committed suicide. Once a top student, he gradually descended into a depression, leaving his successes behind. Family and friends share their thoughts and emotions as they realize no one was responsible for Anthony's death.

2. Bonham, Frank. Gimme an H, Gimme an E, Gimme an L, Gimme a P. Scribner, 1980, 210 pp.
   Katie sends out distress signals to teachers and friends as she feels driven to commit suicide.

3. Bridgers, Sue Ellen. Notes for Another Life. Knopf, 1981, 252 pp.
   In a family with multiple conflicts, 16 year old Kevin perceives suicide as the solution. His sister, realizing the problems will not get better, develops the ability to cope under severe circumstances. She must help Kevin as well as herself.

4. Brancato, Robin F. Facing Up. Knopf, 1984, 192 pp.
   Dave and Jep are best friends until Jep's girlfriend decides she cares for Dave. Dave examines his friendship with Jep, but his decision is too late.

5. Calvert, Patricia. The Hour of the Wolf. Scribner, 1983, 160 pp.
   After Jake attempts suicide, his father sends him to Alaska to live with an old friend. Jake discovers reasons to live as he develops self-confidence.

6. Gerson, Corinne. Passing Through. Dial Press, 1978, 193 pp.
   After her brother's suicide, Liz becomes a loner, shunning her family and friends. She learns to deal with her grief and sensitivity by focusing on matters outside of her regular circle of friendships.

7. Grant, Cynthia D. Hard Love. Macmillan, 1983, 228 pp.
   Realizing that his neighbor is contemplating suicide, Stephen deals with his fears and desire to prevent this from happening.

8. Guest, Judith. Ordinary People. Viking, 1976, 256 pp.
   A teenager faces life after a suicide attempt. Conrad struggles to regain his mental health, but with that struggle is the web of involvement with his parents and an older brother who was accidently killed.

9. Knudson, R.R. Just Another Love Story. Farrar Straus, 1983, 201 pp.
   Dusty discovers he has something to live for after he is rescued from a suicide attempt.

10. LeVoy, Myron. Three Friends. Harper, 1984, 187 pp.
    A triangle of friendships eventually leaves Lori out. She withdraws and attempts suicide. Her recovery brings out some of her jealousy and hurt pride as she discovers the value of true friends.

11. Madison, Winifred. A Portrait of Myself: A Novel. Random, 1979, 239 pp.
    Catherine attempts suicide as an answer to school and socialization problems. Catherine's life at 16 seems to focus on issues that lead to despair. When she turns to a teacher whom she idolizes, she is rejected. This prompts her to attempt suicide.

EDUCATIONAL ACTIVITIES

- Booktalking
- Displays and Bibliographies
- A Catcher in the Rye: The Use of a Classic
- Read Your Way to a Healthier Life
- Using Publisher Guides to Share Fiction Literature
- Fiction Forum
- A Comparison of Film and Literature
- Search for Self: Literature to Promote Positive Thinking
- Interdisciplinary Programs

ACTIVITY I: BOOKTALKING

Booktalking is the art of "selling" a book to another reader. It is effective in small groups or large classes. A title can be booktalked by an adult or a student. To begin booktalking, the following guidelines are suggested:

1. Choose five to ten titles from the bibliography. You may decide to talk only about one subject, such as drug abuse, or you may balance your talk with titles from each of the areas in which mental problems exist.

2. Read the books you are going to talk about. The entire "selling" process is lost if you don't have a feeling for the whole book.

3. Write the booktalk. This is not a report, but a conversation about the book. The conversation should last about three to five minutes per book title.

4. Pick an incident to read aloud from the book that will entice readers to want to read the entire book.

5. Practice the booktalk in front of a mirror, on a tape recorder, with a friend, etc. until it becomes a natural conversation. Include the passage you are planning to read from the book.

6. When delivering the booktalk, have a display of the titles you are booktalking as well as other titles on the subject. Your goal is to encourage reading about the subject.

7. Ask students to complete review cards about the books when they have finished. This will give them an opportunity to reflect their opinions. A review card may be only a 3 x 5 card that asks for author, title and subject with a brief statement from the student about his feelings on the book. Keep these cards for other students to use as a basis for book selection.

8. Designate a time to meet with the group again for more booktalking, for a class discussion on what students read, to collect the review cards or to get feedback on their interpretations of the books presented.

ACTIVITY II: DISPLAYS AND BIBLIOGRAPHIES

The problems addressed in the bibliography are affecting the lives of young adults on a daily basis. While we might emphasize activities during Mental Illness Awareness Week, the second week of October each year, the obligation to promote an understanding of these subjects occurs daily to meet daily needs.

Book Displays: Libraries and classrooms which have a specific area in which to display books are visually promoting an openness about mental illness. Keeping a small group of books available on a table or shelf, with new titles added as they are available, is a statement that we are aware of the importance of the subject in our society. It is also a statement that mental illness is not a subject that should cause embarrassment or be avoided in discussion. Having titles available for students to browse through or check out on a daily basis addresses mental illness openly as a daily concern.

Bibliographies: Subject lists of books allow faculties, students and patrons to know what is available to them to promote further understanding, answer questions or clarify confused issues. Students who seek information, but do not want an adult to know he is seeking that subject, have the opportunity to check out a book from a list without fear of discussing the subject with an adult. Bibliographies can provide lists of what a particular school or public library has in its collection for young adult fiction readers, then supplement that list with nonfiction titles that provide a clarification of information on the same subject. Updating lists with current additions further encourages the use of bibliographies. Announcing these new additions on school radio and television shows, or in school publications, further promotes the openness of the subject of mental illness.

ACTIVITY III: THE USE OF A CLASSIC

Catcher in the Rye, by J.D. Salinger

This unit was developed by **Angelo Resciniti, Armwood High School, Seffner, Florida.**

Dear Fellow Educator:

I am delighted to have had the opportunity to assemble a unit on J.D. Salinger's The Catcher in the Rye for the M.I.N.D. project. I have been using Salinger's novel as a year-ending unit for the past three years in my English 3 Honors classes at Armwood High School. To say the least, the unit has been a tremendous success. The students are delighted to read literature for school that is also relevant to their own very real concerns about growing up. They are inspired to know that this relevent literature is respected as literature and possesses a large body of respected academic criticism.

While the focus in my classroom is not entirely on the mental health of the novel's protagonist, Holden Caulfield, a large amount of class discussion time is devoted to discussing his fall from mental stability and, most importantly, his return to mental health at the end. In fact, the existence of his narration at all suggests that he has returned to a state of well-being and desires to share his experiences with other teenagers to help them through the difficulties of adolescence. The fact that a fictional character possesses such understanding and insight into very real and universal teenage concerns is a testament to the writing skills of J.D. Salinger. It also makes this work most appropriate for use in a project such as M.I.N.D.

I wish great success in using The Catcher in the Rye in your program.

Sincerely

Angelo G. Resciniti

Angelo G. Resciniti
English Department
Armwood High School
Seffner, Florida

ACTIVITY III (cont'd)

This unit is based on materials designed by educational resources, classroom discussions, reading, writing, comparing literature and testing. Unfortunately, because of copyright restrictions, many aspects of the unit cannot be included with this project. The summary of a well-developed unit, without crossing the copyright barriers, is outlined below.

A knowledge of A Catcher in the Rye is necessary to the understanding of this outline.

I. Prereading Activity from Sundance Paperback Distributors (Sample Attached).

II. Introduction to the Author and Themes.
- A. Perfection Form Company/Biogram of author/J.D. Salinger
- B. Literature Monogram/Ungar Publishing Company/J.D. Salinger
- C. Critical Notes/Perfection Form Co. and Sundance Distrib.

III. Discuss Title and Setting.
- A. Discuss Allusion of Title with Handout and Song
  1. Comin' Thro' the Rye (Actual copy of song provided to students)
  2. Perfection Form Study Guide.
- B. Discuss Setting. Use Perfection Form Study Guide
  1. Pency Prep (molding)
  2. New York (hotbed of phoniness)
  3. California (More phoniness a la D.B.)

IV. Discuss Literary Allusion and Symbolism
- A. Examples correspond with the book and the Perfections Study Guide
- B. In the novel, Holden references to Emily Dickinson, Hamlet, etc. Discussion of the references below.
- C. Discuss Key Sumbols Using Perfection Form Study Guide and Sundance Distributors Handout (Sample Attached)

V. Plot Development
- A. Trace major events with chronolog and transume
- B. Chart/Graph Holden's decline and fall and his return to mental health (Step-by-Step)

C. Perfection Form Study Guide (Sample Attached)

D. Sundance Distributors Exercises (Samples Attached)

VI. Characters

A. Perfection Form Study Guide

B. Study Holden's reactions to others to learn about Holden (especially in terms of both purity and corruption) - Sundance Dist. Exercise (Sample Attached).

VII. Holden and Theme

A. Inevitability of Change/Acceptance of Change as Normal and Natural.

B. Love/compassion as key for living successfully in a despairing society

C. Use Perfection Form Study Guide and Transume and Sundance Distributors Handouts (Sample Attached).

D. Holden as a Christ-figure (Forgiveness, love and suffering for man's sins)

E. Love as a solution/communication as a solution in society (Zen)

VIII. "Smoke Gets in Your Eyes" (play cassette). Handout lyrics. Discuss Holden's epiphany.

IX. Post-Unit Writing

A. Teacher-Prepared Topics

B. Letter-Writing Exercise - Sundance Distributors (Sample Attached)

C. Formal Essay Assignment (Copy Attached - Feel Free to Use!)

X. Post-Unit Evaluation

A. Objective Test (Perfection Forms Company) (Sample Attached)

B. Short Answer Test (Copy Attached - Feel Free To Use!)

Below are listed general areas in which teen-agers may have problems in their personal lives. Consider these aspects of your own life and how often you worry about each of them. In the space after each, assess your frequency of concern:
1 — If you worry often.
2 — If you worry occasionally.
3 — If you worry seldom.
Then from the list of possibilities below, select both the most likely and the least likely person from whom you might seek aid and advice if you were experiencing problems in that area.

one parent — another relative — or
both parents — a same-sex friend — nger
a younger brother or sister — an opposite — at all
an older brother or sister — a _____ _____

SAMPLE -- DO NOT REPRODUCE

Possible areas of con		*Most likely source of help*	*Least likely source of help*
Relationship with par	___	_____	_____
Performance in scho	___	_____	_____
Relationship with br and/or sisters	___	_____	_____
Use of alcohol or dr tobacco	___	_____	_____
Relationships with same-sex friends	___	___	_____
Relationships with opposite-sex friends	___		_____
Employment plans	___		_____

SAMPLE -- DO NOT REPRODUCE

Agree or disagree with each of the following s

1. I think my answers are generally tv
   Agree
   Disagree
   Brief explanation:

2. I would have filled in the erently two years ago.
   Agree
   Disagree
   Brief explanation:

3. I probably will fill in th above chart differently again two years from now.
   Agree
   Disagree
   Brief explanation:

NAME

ACTIVITY SHEET 1

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A careful reader can often learn what type of person a character is in a novel by noticing the things with which he or she is associated.

Indicate the letter in the space provided for the appropriate object/action associated with each of the characters. Then briefly note what we learn about him/her, through that association. **The first one is done for you.**

a. inexpensive suitcases

b. a baseball glove

c. sex stories

d. a piano

e. a hunting hat

f. a pond in Ce

g. Christma

h. a dirty razor

i. a slip of paper with a philosophic quotation

j. kings in checkers

k. a nail clipper

l. a clean green dress

1. ____ Holden Caulfield
that he is s… for values/meaning

2. ____
…ttractive

…et slob"

Mr. Antolini
that he is intellectual, eccentric, and concerned about Holden

5. ____ the two nuns
that they are unaffected and simple

6. ____ Jane Gallagher
that she is innocent and l…

7. ____ Ernie
th…

8. ____
…ive

…aulfield
…e is thoughtful, generous

____ Carl Luce
that he is experienced and worldly

11. ____ ducks
that they adjust to changing conditions

12. ____ Sunny, the prostitute
that she is materialistic, not idealistic

SAMPLE -- DO NOT REPRODUCE
SAMPLE -- DO NOT REPRODUCE

NAME ACTIVITY SHEET 1

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SAMPLE V C

Name:_____ Date:_____ Period:_____

STUDY GUIDE-THE CATCHER IN THE RYE

Chapter 1-4

1. Why does the book begin with words, "if you want to know the truth..."?
2. what is the meaning of the reference to David Copperfield?
3. Why is D.B. mentioned here at the beginning?
4. What is important in the school mott
5. Why has holden "forg
cey?
6. What does Hold
"crooks"?
7. What is sic about Mrs. Spencer opening the d
8. What is the importance of Holden's confrontation with Mr. Spencer?
9 Why is the ambiguity of Holden's age stressed?
10. What is the significance of Spencer's question about Holden's telling his parents?
11. What is important about Holden's exam paper?
12. Why does Holden characterize himself as a liar?
13. Why does Holden say he is just going through a "phas
14. What is the significance of the deflation of Or r?
15. What is the importance of Holden's new ha
16. Why does Holden yearn to talk to cer
17. What is signified when Holden
18. What is Holden's attitude
19. How is Stradlater ch
20. What is the sig owing Holden's jacket?
21. What is the im sage to Jane?
22. What are Holde t the message?

SAMPLE -- DO NOT REPRODUCE

SAMPLE -- DO NOT REPRODUCE

Chapter 5-8

23. Why does Hold enjoy the snowball fight?
24. What is the importance of his composition about Allie?
25. What is the significance of Holden breaking his hand?
26. What are Holden's fears about Jane and Stradlater?
27. Why does Holden fight Stradlater?

Note to the teacher: Assign after Chapter 14.

Check (✓) the phrase which is the *least valid* completion for the statements below. If you are unsure, review the chapter(s) noted in parentheses.

1. Holden did not go to the football game (1) because:
   a. _____ he had been in New York City all day.
   b. _____ he thought such activities were phony.
   c. ✓ he had forgotten to buy a ticket.
   d. _____ he was going to see one of his tea

2. When he left Mr. Spencer's house, he
   a. _____ Mr. Spencer had hu
   b. _____ of Mr. Spencer
   c. _____ Mr. Spence
   d. ✓ Mr. Sp ed out.

3. Holden is rude
   a. ✓ h
   b. _____ h
   c. _____ h n his book.
   d. _____ m.

4. Holden beco more upset (4,5) as he thinks about:
   a. _____ Gallagher alone with Stradlater.
   b. _____ is brother Allie's death.
   c. ✓ his own money problems.
   d. _____ the actions of Ackley, Brossard, the bus driver, and Cary Grant.

5. When Holden leaves Pencey, he's crying (6,7) because:
   a. ✓ he's just fallen down the dorm stairs.
   b. _____ he's totally confused.
   c. _____ he's been humiliated by Stradlater.
   d. _____ he has received no sympathy at all from the "moron

6. Holden lies to Mrs. Morrow, Faith Cavendish, and the thr
   a. _____ he is trying to avoid his own problems.
   b. ✓ he thinks the police may be after hi
   c. _____ he thinks they're all phony and
   d. _____ he just wants to amuse hi

7. Holden's depression grows (13) b
   a. ✓ he finally finds out a
   b. _____ he knows he lacks
   c. _____ he thinks he is sexi
   d. _____ of Sunny's manner

8. Holden fantasizes about shoo e (14) because:
   a. _____ such scenes in th es have affected his grasp of reality.
   b. _____ he really does w evenge.
   c. ✓ he really has a gun and is planning the perfect crime.
   d. _____ he wants to escape from his problems and reality through fantasy.

SAMPLE -- DO NOT REPRODUCE
SAMPLE -- DO NOT REPRODUCE

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Place each of the characters listed below into only one col· **m could be placed**
in two columns, so you must decide which is the better **more than eight in**
one column. Be ready to explain your answers and **, conversations,**
or memories to support your classifications. Th· classifications.
Students' answers will vary.

Maurice
Mr. Antolini
Phoebe
Jane Gallagher
Carl Luce
the two nuns
Ackley
Ernie,
Si
es Castle
ucks in Central Park
Horwitz, the cab driver
Mrs. Morrow
the three tourists from Seattle
Sally Hayes
Mr. Spencer

SAMPLE -- DO NOT REPRODUCE

Characters whom Holde meets for the first time in the course of the three days of the novel

1. Maurice
2. the two nuns
3. Sunny
4. Horwitz, the cab driver
5. Mrs. Morrow
6. the three tourists
7. _____
8. _____

aracters whom Holden only thinks about in the course of the three days of the novel

1. Jane Gallagher
2. his brother D.B.
3. his brother Allie
4. James Castle
5. ducks in C·
6. his

Characters whom Holden both remembers from his past and encounters again in the course of th· el

1. _____
2. _____
3. _____
4. layer
5. _____
6. -y
7. Stradlater
8. Mr. Spencer

SAMPLE -- DO NOT REPRODUCE

NAME

ACTIVITY SHEET 15

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Note to the teacher: Assign after Chapter 22.

Re-read Chapter 22 very carefully and answer the questions below in your own words. Quote Holden as little as possible.

1. Explain generally what Holden *does not like* in the world. Give two e· f such things he mentions in this chapter.

   insensitivity and cruelty: the secret club at Pencey blackballing Ackley
   hypocrisy and affectation: conversations between Mr. Spencer and Hea· lvice
   Holden received from Pencey alumni

2. Explain generally what Holden *does like* in the v ·h things he mentions in this chapter.

   kindness and sacrifice: the two nuns
   integrity and honest action: the James Castle s·
   innocence and sensitivity: Phoebe and Allie

3. Describe what Holden *literal·*

   the only adult around to save c· .all grass if they happen to get dangerously near a cliff

4. Describe what Hol· ne wants to be.

   the protector of innocer goodness against the inevitable threats and changes of the world

5. What are some of t ·s Holden has done or said this far in the novel that show that, yes, he might have the pot ·· to be a "catcher in the rye"?

   Answers will vary.

6. What are some of the things he has done or said this far in the novel ·· that-no, he might *not* have the potential to be a "catcher in the rye"?

   Answers will vary.

7. If Holden wants to fulfill his dream, what ar· . Why?

   any job which encourages the protection, edu· ·t-less

8. What are some jobs Ho· ·e? Why?

   any job which demands the ·· of others; such jobs are selfish

9. Taking into considera ·riences and talents, how might *you* become a "catcher in the rye"?

   Answers will vary.

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SAMPLE -- DO NOT REPRODUCE

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SAMPLE
IX B

Imagine that you are one of the characters with whom Holden had contact during those three days before his breakdown. You learn that he is convalescing in a sanitarium in ornia and decide to write him a letter. Make sure your letter is in the style of your im / self and that you make specific references to times, places, conversations, a which you shared with Holden (or whatever other name you knew him by). ' or "corny" which might cause him to have a relapse, but try to make a nt of view on life which might help his return to sound mental he t of paper, but use the correct letter form below as model fo

Write

SAMPLE -- DO NOT REPRODUCE

Mr. Holden Caulfi (or another name you knew him by)
Catcherye Hospital
Salinger, California

Dear Holden (or other name),

text of your letter

SAMPLE -- DO NOT REPRODUCE

Sincerely (or other closing appropriate for your character),

Signature

NAME

ACTIVITY SHEET 22

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SAMPLE
IX C

WEP #6, Fourth Nine Weeks English 3 Honors

Timed Writing -- Catcher in the Rye

Directions: Select one of the following five discussion questions. The first two are school-created questions. The last three are actual questions from recent national AP tests. Write a three-part essay (AP style) on the question of your choice. Time: Full period

Good luck!

Grading: All of the usual crite- - - - - l apply.

SAMPLE -- DO NOT REPRODUCE

1. The "ri creates a transition for a charact to adulthood is a significant elemen' er in the Rye. Compare and contrast the ri sage motif in Catcher with its use in ONE of following works: A Separate Peace or Lord or the Flies.or The Adventures of Huckleberry Finn.

2. The rise and fall of an idealist is a common device in fiction. Compare and contrast the rise and fall of Holden Caufield in The Catcher in the Rye with ONE of the following characters: Finny in A Separate Peace or Gatsby in The Great Gatsby. Avoid plot summary in answering this question.

SAMPLE -- DO NOT REPRODUCE

SAMPLE X A

28 of 50 questions

Final Test for THE CATCHER IN THE RYE

I. TRUE-FALSE - Mark each statement either true or false.

___ 1. In a history exam Holden writes about Egyptian mummies.

___ 2. Holden tells Mrs. Morrow a lie about her son's popularity.

___ 3. Holden feels that Gatsby, in the novel, is a big phony.

___ 4. Holden can't help being depressed by the girls from Seattle.

___ 5. Holden's dead brother was named D.B.

___ 6. In the novel Holden does not see his parents

___ 7. When his brother dies, Holden shows lit

___ 8. Phoebe represents childhood innocen

___ 9. The scene with Antolini ends He ts.

___10. Holden never succeeds in c

___11. Holden knows he can tr ate.

___12. James Castle was romise with truth.

___13. The New York sgiving vacation.

___14. The carouse ts In Your Eyes."

___15. Holden is b with facts than fantasy.

II. MULTIPLE CHOI ne word or phrase which best completes each statement.

___16. The red ha ses (a) blood, (b) that Holden is hunt ng for truth, (c) that c are important to Holden.

___17. Holden ref ses to let Phoebe (a) go West with him his diary, (c) know he is home.

___18. Holden wishes never to (a) talk to anyone sister, (c) contact Jane.

___19. Holden feels D.B. has (a) died to ve, (c) "sold out."

___20. Holden writes a theme abou t, (b) Allie's mitt, (c) the goldfish.

___21. The ducks in the la prey, (b) helpless innocence, (c) p

___22. Dick Slagle was later's popularity, (b) Jane's charm, (c) Holde

___23. Ossenburger sho onating money to the school, (b) buying his wife a fur, about his grades.

___24. The novel is na y (a) Phoebe, (b) Antolini, (c) Holden.

___25. Holden's favori biblical person is (a) Lazarus, (b) the man who lived in the tombs, (c) the pharoah's wife.

___26. Holden is beaten up by (a) Maurice, (b) Ackley, (c) Luce.

___27. "If a body meet a body" is from (a) a Robert Burns poem, (b) an old school song, (c) Mr. Antolini's advice.

___28. Stradlater uses Holden to (a) write a composition, (b) get himself a

SAMPLE--DO NOT REPRODUCE

SAMPLE--DO NOT REPRODUCE

Catcher in the Rye Unit Test SAMPLE X B English 3 Honors

Directions: Answer each of the following on your own paper. Please make your answers short, complete, compact, and free from phoniness (and all).

1. What is the literary allusion in the title of the novel?
2. Why does Holden idolize Jay Gatsby (The Great Gatsby)?
3. What does Holden Caulfield have in common with Eustacia Vye of Thomas Hardy's Return of the Native?
4. What does Holden have in common with Hamlet?
5. Name and describe TWO symbolic meanings for Allie's glove.
6. Name and describe TWO symbolic meanings for Holden's hat.
7. Describe Holden's essentially ambivalent feelings for most of the other characters in the novel.
8. How are D.B. and Ernie similar, according to Holden?
9. What name symbolism is used ironically with Faith Cavendish?
10. Why does Holden use phrases like "it kills me" or "I'm dying"?
11. Why does Holden like the museum so much?
12. What two events are foreshadowed by Holden's barroom conversation with Carl Luce?
13. Why is James Castle, although a minor character, an important one?
14. Why does Holden give Phoebe his hat?
15. What is the turning point of the novel?
16. At what point (through what specific action) does Holden become for a short time a "catcher in the rye"?
17. Why does Holden want to lead a solitary life as a deaf-mute?
18. Why did Salinger choose that particular four-letter word for Holden to discover on the school and museum wall?
19. Ideally, what does Holden really want to do as the "catcher in the rye"?
20. What prevents the novel from wallowing in despair at its conclusion?

Extra Credit -- Write a statement of theme for this novel.

Extra Credit II -- What category of novel does Catcher fall into along with Huck Finn and Don Quixote?

that's all I'm going to test about..... 33

ACTIVITY III (cont'd)

An activity used with this novel, which could be used with many of the novels included in the bibliography, is the exercise to compare and contrast the personalities of the reader with the personality of the character in the story. Students are asked to keep a prewriting list of similarities and differences while reading the text. In a final paper, they can parallel sequences, cite examples, and interpret the similarities and differences. An example of a student list from Catcher in the Rye.

COMPARE:

I get bored with school. Holden did too.

CONTRAST:

No matter how bored I get, I don't drop out and run away to another city.

COMPARE:

Holden often tried to appear older than his age. I like to do that too, when I can.

CONTRAST:

Holden goes into a bar and tries to get served. I don't have the nerve to do that. I'll wait until I'm 21.

COMPARE:

Holden gets depressed frequently. Little things make him feel really bad inside. I'm like that, too.

CONTRAST:

I can bring myself out of my depression by getting busy. He just couldn't snap out of it.

The Perfection Form Company
1000 North Second Avenue
Logan, Iowa 51546

Salinger, J.D.
The Cather in the Rye
New York: Bantam Books, 1951.

Sundance Publishers and Distributors, Inc.
Box 1326
Littleton, MA 01460

ACTIVITY IV: READ YOUR WAY TO A HEALTHIER LIFE

This activity was used with an eighth grade class at **Monroe Junior High in Tampa, Florida**. It was developed by the school's media specialist **Sharen Robinson**.

The end product of the program is an informational bulletin board in the media center that answers the most asked questions or talked about health concerns from members of the student body. Understanding that teenagers go through many physiological and psychological changes in a relatively short period of time, the media specialist chose to address issues that were contributing factors to the health of teens. Drugs, alcohol, anorexia, depression and other mental health issues were concerns of these young adults.

A bulletin board was created in the form of a collage. Students were required to read a fiction book with a health-related theme. In addition, participating students set up a work station near the bulletin board that displayed nonfiction books, fiction books, filmstrips, pamphlets, transparencies, etc. The materials were available for the student body to review as well as the students participating in the project.

Participating students conducted interviews with fellow students in the school. Guidelines for questioning and recording information were provided by the media specialist. Using the questions asked by the student body, the participating students in the project conducted research from available materials to find answers to the questions. These questions and answers were recorded on an open book form (sample attached) to create a bulletin board. The answers provided bibliographic citations for those students who wanted to read more on the subject they were questioning.

Students who conducted research and created the bulletin board were required to read a fiction book about the subject to extend the research into a personal or humanistic aspect. From that fiction literature, they created bookmarks that were reflective of the novel they had read. The art department duplicated the most creative bookmarks for distribution in the media center.

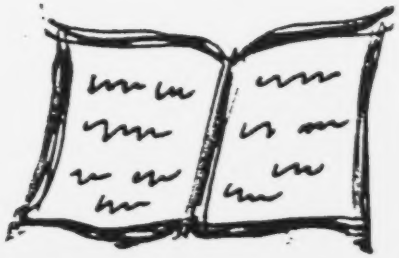
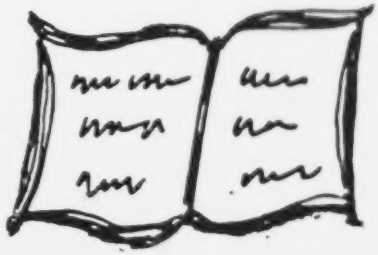
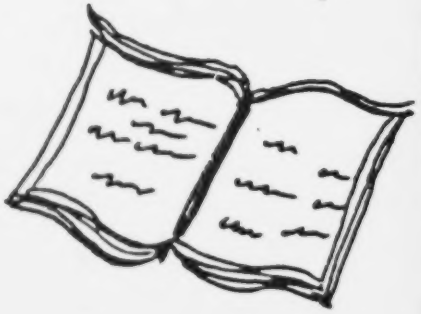
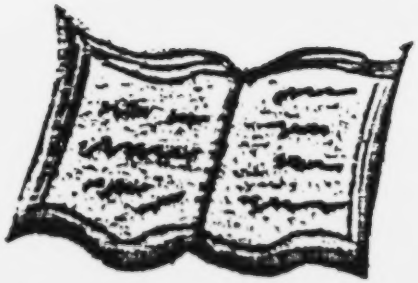
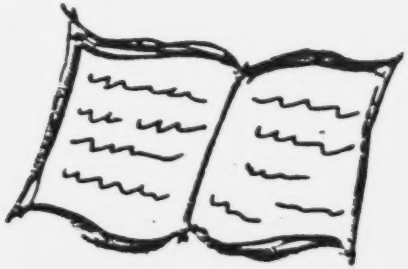
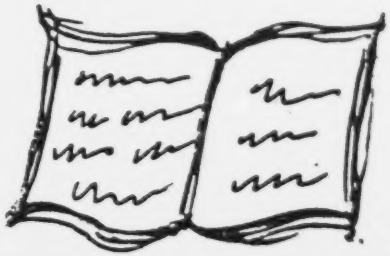
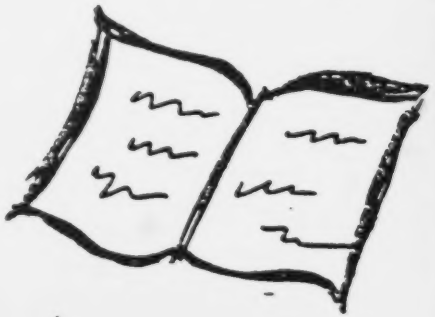
The media specialist provided a bibliography of fiction, nonfiction, and audiovisual materials from the school's collection for further reading by the faculty and students.

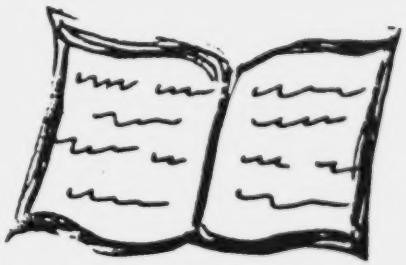
ACTIVITY IV: SAMPLE

Open book sample

ACTIVITY IV: SAMPLE

Read Your Way To A Healthier Life



ACTIVITY V: USING PUBLISHER GUIDES TO SHARE FICTION LITERATURE

Many of the major publishers print detailed guides available for teaching about a novel or as discussion formats for groups to use. Although Dell Publishing Company is the example used in this activity, other publishers provide similar booklets for many of the novels included in the bibliography. These are especially useful with books dealing with current social problems. Angel Dust Blues, a novel by Todd Strasser, is about the drug scene in the teenage culture. Dell introduces its booklet with a paragraph to the teacher reviewing the novel briefly and describing the use of the booklet. The booklet is broken into three sections: Literary Criticism, General Questions and Classroom Activities.

The Literary Criticism discusses the plot. If offers the students an opportunity to examine their own feelings about drugs while looking at the concept of the morality in fiction. Twelve discussion questions are provided on these subjects.

General Questions provides a section in which point of view, tone, character development and questions about the novel are given. Eighty questions are provided for a chronological discussion of the book. Many of the questions allow students to share experiences and opinions. It is an excellent time to share feelings about the character, to develop understanding of the problem of drugs and drug users, and to realize that through this character students can identify with a better understanding of why a person behaves as he does.

The third part, Classroom Activities, suggests six ideas to further extend the novel. Suggestions include writing a book review, presenting a skit, staging a debate, writing to the author or examining literary allusions.

These booklets provide a complete program to follow with a novel. They are convenient to use because they cover the literary aspects of the novel the eduators need to teach, while at the same time they provide open-ended questioning necessary to promote communication and understanding.

A Teacher's Guide to the Paperback Edition of Angel Dust Blues, a novel by Todd Strasser, Dell Publishing Company, New York. A small fee is charged for each booklet.

ACTIVITY VI: FICTION FORUM

This activity works well with small library groups, English or language arts classes that can be divided into small groups or young adults who wish to have a time and place to discuss what they have read. It is especially appropriate for literature that produces changes in attitudes or emotions, such as the titles in the bibliography might produce with discussion.

For example, a class of thirty six students would be divided into three groups of twelve each. Each group meets with one adult. If available, one-third of the class might meet the classroom teacher, one-third with the library media specialist and one-third with the guidance counselor. Each group and its leader read a novel together, each participant having his own copy. The majority of the reading is completed away from the group. One class period a week is devoted to the novel for discussion and brief reading. A designated amount of time is determined in which to read the novel (four weeks, for example). Discussions are not based on literary criticisms or characteristics of the novel, but on an understanding of the main character, his particular problem or situation and how the reader perceived the character and his situation. There are no right answers, but open opinions based upon reasoning is encouraged.

Each group meets simultaneously during a structured period of time. A common theme for all groups is encouraged. If anorexia is the subject, then the following schedule might be used:

Group I reads Second Star to the Right, by Deborah Hautzig; Group II reads The Best Little Girl in the World, by Steven Levenbron; Group III reads Good Bye Paper Doll, by Anne Snyder. At the end of four weeks, Group I reads Group II's books, Group II reads Group III's books and Group III reads Group I's books. At the end of the next four weeks, the groups shift again until all three novels are read. Group leaders remain with one title throughout the program.

When all novels have been read by all participants, all students meet for an open discussion on feelings about the subject matter and opinions about the books.

ACTIVITY VII: A COMPARISON OF FILM AND LITERATURE

The idea that a student does not have to read a book because he has seen the film is one which educators must work on with students more and more because of the popularity of cable television and video availability. Many of the titles included in the bibliography are available on film. Unfortunately, the original message the author intended in a book is not always portrayed in the film. Popular culture trends or sensationalism gets in the way of understanding the real character and his development.

Divide a class into two groups of critics. Provide each group with the same set of questions that promote understanding of the character and his problem. Base the questions solely on the novel. Ask one group to read the novel and answer the questions. The second group will see the film and answer the questions. Compare answers to in-depth questions, asking students to cite examples from the film and novel to support their answers. Discuss what was lost in understanding about the character, if anything, between the book and the film.

Reverse roles. Repeat the activity with another book and another film. Discuss how discrimination about a particular problem or type of person can be encouraged through good acting, while non-discrimination might be encouraged by understanding background situations and developments. Not all films promote discrimination nor do injustice to an author's work. Work with students on critical and analytical thinking skills to recognize the difference.

ACTIVITY VIII: SEARCH FOR SELF: LITERATURE TO PROMOTE POSITIVE THINKING

This was submitted by **Stan Lelm, King High School, Tampa, Florida**

Dear Fellow Educator:

Some of the latest scientific medical research indicates that there is a direct link between and individual's mental wellness and physical wellness. It seems that one's health is directly linked to the nutritional value of the thoughts taken into the mind. "You are what you think." This is not a new concept. Buddha wrote, "All that we are is the result of what we have thought."

What, then, is the role of literature as a source of thoughts for the minds of our students? We ask that students think about the content and events in the literature we require them to read. Are we presenting them with a balanced diet of nutritional thoughts? Our understanding of self-concept as a predictor of student performance suggests that what a person thinks about will become the basis of his/her experiences.

We need a curriculum that reflects the new information concerning the power and importance of our thoughts to create the content of our experiences. This is not to imply that there should be any type of censorship or any attempt to eliminate the classics, but I do advocate a balancing of the selections we require our students to read. We need the literature that can help students understand more about the darker aspects of life and the human heart to illustrate the struggle and despair that is part of life. We do this by focusing on the words and actions of the characters, discussing their conduct and drawing empathetic conclusions about the behavior. Our curriculum must also be balanced with positive selections that focus on the joys, challenges and mysteries of life.

I have been squeezing some positive material into the curriculum for years. I use various writings about love and relationships by Leo Buscaglia, additional essays by Emerson, humorous existential pieces by Woody Allen, articles and stories containing the sarcastic wit of Kurt Vonnegut, psychological articles about personal courage by Rollo May, book excerpts about the joy and wonder of serendipity, numerous essays about the importance of the imagination, self-concept, tolerance, and human potential. I also include short novels like Exupery's The Little Prince, Richard Bach's Illusions and Jonathan Livingston

Seagull, Hess's Siddhartha, Rand's Anthem. When we discuss this material, the classroom interactions are enjoyable. We explore some of the mysteries of life, notice the joys behind the struggles, begin to refer to problems as challenges, and to discuss "matters of consequence," individuality, and how to strive beyond mediocrity. This becomes the content of the classroom discussions and of the student's thoughts. And, the students write more willingly, vocabulary activities seem more relevant, class discussions increase, and assignments are resisted less and completed more regularly. This 'positive" focused curriculum works. The students are improving the content of their thoughts and so am I.

Sincerely,

Stan Lelm

Stan Lelm
English Department
King High School
Tampa, Florida

ACTIVITY VIII: (cont'd)

The literature reflected in this bibliography can be further complemented by the use of nonfiction for information, specific facts and increase of knowledge of specific subject areas. Using the titles from the bibliography, then paralleling the development of character with facts from a nonfiction source brings to reality that scientific and humanistic factors do mesh together in daily experiences. This parallel can be discussed, written about, debated and/or comparatively assigned within the curriculum structure.

In the same way, the bibliography and previously cited activities can be balanced with the positive written word found in the writings of Leo Buscaglia, Richard Bach and other new information authors who allow the reader to reflect on the nutritional value of literature to

The following titles and authors have been used successfully by Stan Lelm in his program which emphasizes positive materials to enhance positive self-concepts.

RECOMMENDED BACKGROUND READING FOR EDUCATORS

1. Allen, Woody, Getting Even.
2. Bach, Richard, Illusions.
3. Bach, Marcus, The World of Serendipity.
4. Buscaglia, Leo, Living, Loving and Learning.
5. Buscaglia, Leo, Loving Each Other.
6. Buscaglia, Leo, Personhood
7. Canfield, Jack and Wells, Harold, 100 Ways to Enhance Self-Concept in the Classroom.
8. Capra, Fritjog, The Tao of Physics.
9. Cousins, Norman, Anatomy of an Illness.
10. Diamond, Harvey and Marilyn, Fit for Life.
11. Dyer, Wayne, The Sky is the Limit.
12. Dyer, Wayne, Your Erroneous Zones.
13. Gawain, Shakti, Living in the Light.
14. Hay, Louise, You Can Heal Yourself.
15. Hesse, Herman, Siddhartha.
16. Jampolsky, Gerald, M.D., Love is Letting Go of Fear.
17. Pearce, Joseph, The Crack in the Cosmic Egg.
18. Pearsall, Paul, Ph.D., Superimmunity.
19. M. Scott Peck, M.D., The Road Less Traveled.
20. Rand, Ayn, Anthem.
21. Saint Exupery, The Little Prince.

ACTIVITY IX: INTERDISCIPLINARY PROGRAMS

This suggestion was submitted by **Miriam Zack,**
Robinson High School, Tampa, Florida

Using the bibliography to promote reading about identified problems can create a bridge between departments within a school. For example, a media specialist can host a program in conjunction with a reading promotion. The guest speaker may be the school guidance counselor who can share slide, sound, or filmstrip materials on emotions, behavior, etc.

Secondly, an English class may work with a psychology or social studies class in a joint assignment to report on books from the bibliography. If a student is enrolled in both English and Psychology or English and Social Studies, an overlapping assignment may produce a higher quality of work from participating students.

Joint programs allow students and faculty an awareness of the interdisciplinary connections within a school. A culminating activity may be several classes of students joining together to hear another professional, such as a psychiatrist or social worker, speak about the subjects addressed and be available to answer questions students may have about mental illness and societal problems.

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Professional Reading

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2. Baskin, Barbara H. and Karen H. Harris. Notes from a Different Drummer: A Guide to Juvenile Fiction Portraying the Handicapped. New York: R.R. Bowker Company, 1977.

3. Baskin, Barbara H. and Karen Harris. More Notes from a Different Drummer: A Guide to Juvenile Fiction Portraying the Disabled. New York: R.R. Bowker.

4. Bernstein, Joanne E. Books to Help Children Cope with Separation and Loss. R.R. Bowker Company, 1977.

5. Donelson, Kenneth L. and Alleen Pace Nilsen. Literature for Today's Young Adults. Glenview, IL: Scott, Foresman and Company, 1980.

6. Dreyer, Sharon Spredemann. The Bookfinder: When Kids Need Books. Circle Pines, MN: American Guidance Service, 1985.

7. Gallo, Donald R., Ed. Books for You: A Booklist for Senior High Students. Urbana, IL: National Council of Teachers of English, 1985.

8. Gillespie, John T. The Junior High School Paperback Collection. Chicago: American Library Association, 1985.

9. Hillegas, Fernie E. and Juliet Yaakov. ED. Senior High School Library Catalog, 13th Edition. New York: H.W. Wilson Company, 1987.

10. Junior High School Library Catalog, 1983. Supplement to the 4th Edition, New York: H.W. Wilson Co., 1983.

11. Schwartz, Sheila. Teaching Adolescent Literature: A Humanistic Approach. Rochelle Park, NJ: Hayden Book Company, 1979.

12. Senior High School Library Catalog, 1981 Supplement to the 11th Edition, New York: H.W. Wilson Co., 1981.

13. Spirt, Diana L. Introducing More Books: A Guide for the Middle Grades. New York: R.R. Bowker Company, 1978.

14. Sutherland, Zena. The Best in Children's Books: The University of Chicago Guide to Children's Literature 1979-1984. Chicago: The University of Chicago Press, 1986.

12. McKillip, Patricia A. The Night Gift. Atheneum, 1976, 156 pp.
Working to create a beautiful room for a boy who had attempted suicide, three friends find their lives deeply affected by the project.

13. Miklowitz, Gloria D. Close to the Edge. Laurel Leaf, 1984, 154 pp.
Jennifer must deal with a suicidal friend and an indifferent family to realize the purpose of life.

14. O'Neal, Abby. The Language of Goldfish. Viking, 1980, 179 pp.
Carrie, nor her family, are willing to admit the extent of her emotional problems until she attempts suicide. As a result of the suicide attempt, she must go through psychiatric treatment where she learns to understand her problems and accept necessary changes.

15. Peck, Richard. Remembering the Good Times. Delacorte, 1985, 181 pp.
16 year old Trav is suicidal. Although brilliant and intense, he can not accept himself or the world around him.

16. Pfeffer, Susan Beth. About David. Delacorte Press, 1980, 167 pp.
Told in diary form, 17 year old Lynn struggles to understand her best friend's murder of his parents and his own suicide. Wondering if there were warning signs she should have seen, Lynn must learn to deal with her own guilt, grief, and confusion.

17. Woodford, Peggy. See You Tomorrow. Merrimack, 1984, 143 pp.
17 year old Julia tries to help her father who has attempted suicide and has been placed in a ward with a young man who had also tried to kill himself. Family relationships and the demands put on those relationships are seen through Julia's story.

18. Zalben, Jane B. Maybe It Will Rain Tomorrow. Farrar, Straus, 1982, 181 pp.
After her mother's suicide, Beth must face relentless changes in her life. She learns that she must take charge of her own life as she realizes she has no control over the actions of other people.

Publisher Sources

1. Ace Books
   200 Madison Avenue
   New York, NY 10016

2. Archway Paperbacks
   1230 Avenue of the Americas
   New York, NY 10020

3. Atheneum Publishers
   115 Fifth Avenue
   New York, NY 10003

4. Avon Books
   105 Madison Avenue
   New York, NY 10016

5. Ballantine Books, Inc.
   201 East 50th Street
   New York, NY 10022

6. Bantam Books, Inc.
   666 Fifth Avenue
   New York, NY 10103

7. Bradbury Press
   866 Third Avenue
   New York, N.Y. 10022

8. Crown Publishers, Inc.
   225 Park Avenue, S.
   New York, NY 10003

9. Clarion
   See Houghton Mifflin Co.

10. Contemporary Books, Inc.
    180 N. Michigan Avenue
    Chicago, IL 60601

11. Coward, McCann
    See Putnam Publishing Group

12. Crestwood House, Inc.
    P.O. Box 3427
    Mankato, MN 56002

13. Delacorte Press
    1 Dag Hammarskjold Plaza
    New York, NY 10017

14. Dell Publishing Co., Inc.
    1 Dag Hammarskjold Plaza
    New York, NY 10017

15. Dial Press
    See Doubleday & Co., Inc.

16. Doubleday and Co. Inc.
    245 Park Avenue
    New York, NY 10017

17. Dutton, E.P.
    2 Park Avenue
    New York, NY 10016

18. Educational Media Corp.
    1712 Colonial Drive
    Cape Giradeau, MI 63701

19. Farrar, Straus and Girbux, Inc.
    19 Union Square, West
    New York, NY 10003

20. Fawcett, J.C. and A. L. Inc.
    3801 23rd Avenue
    Astoria, NY 11105

21. Four Winds Press
    P.O. Box 824
    Soquel, CA 95073

22. Greenwillow Books
    105 Madison Avenue
    New York, NY 10016

23. Harper & Row Publishers, Inc.
    10 East 53rd Street
    New York, NY 10022

24. Holt, Rinehart and Winston, Inc.
    383 Madison Avenue
    New York, MY 10017

25. Houghton Mifflin Co.
    1 Beacon Street
    Boston, MA 02108

26. Knopf, Alfred A.
    201 East 50th Street
    New York, NY 10022

27. Laurel Leaf

See Dell Publishing Company

28. Lippincott, J.B. & Co.
East Washington Square
Philadelphia, PA 19105

29. MacMillan Publishing Company
866 Third Avenue
New York, NY 10022

30. Merrimack Publishing Co.
562 Boston Avenue
Bridgeport, CT 06610

31. Metheun, Inc.
29 West 35th Street
New York, NY 10001

32. Morrow, William & Co. Inc.
105 Madison Avenue
New York, NY 10016

33. Pantheon Books
201 East 50th Street
New York, NY 10022

34. Pocket Books, Inc.
1230 Avenue of the Americas
New York, NY 10020

35. Putnam Publishing Group
200 Madison Avenue
New York, NY 10016

36. Random House, Inc.
201 East 50th Street
New York, NY 10022

37. Revell, Fleming H.
184 Central Avenue
Old Tappan, NJ 07675

38. Scholastic, Inc.
730 Broadway
New York, NY 10003

39. Scribner's, Charles,Sons
866 Third Avenue
New York, NY 10022

40. Signet Books
1633 Broadway

New York, NY 10019

41. Viking Penquin, Inc.
    40 West 23rd Street
    New York, NY 100010

42. Walker and Company
    720 Fifth Avenue
    New York, NY 10019

43. Watts, Franklin Inc.
    387 Park Avenue, South
    New York, NY 10016